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AUTHOR Wilson, Al
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ABSTRACT

Four change models are viewed as representing the range of strategies currently employed by schools in improving education. Intended as a source of assistance to those who wish to undertake a more thorough examination of these models, this article, in outline form, summarizes the distinguishing characteristics of each model along with the principal sources that provide detailed treatments of them. The models cited are (1) the responsive model of educational improvement according to John Goodlad; (2) the linkage model according to Ronald G. Havelock; (3) organization development in schools according to Richard A. Schmuck; and (4) change agent study model according to the Rand Corporation. (Author/MLF)

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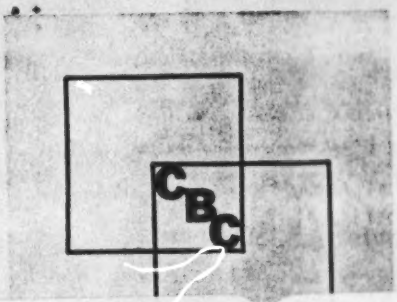

CCBC Notebook
The Competency Based Curriculum

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The doldrums of a hard winter seem about ready to end and contacts from colleagues across the U.S. and beyond indicate a determination and an attitude of hopefulness in attaching the educational problems which the winter of '82 seems to have symbolized.

The round of national professional meetings (AASA, ASCD, AERA, NASSP, etc.) occurring at this time of year should provide the opportunity to renew associations and assess future strategies. A period of change is upon us and this issue of the Notebook is fortunate in having contributions on change from Eddy Van Meter and Al Wilson of Kansas State University, a call for papers for the next meeting of the NCPEA Interest Group of Programs and Program Evaluation, a review of NASSP's Learning Styles by Roger Gisseman, University of Utah, and a thesis abstract.

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Principal Characteristics of Four Models
of Educational Improvement
Al Wilson, Kansas State University

(The following outline of principal characteristics of four models of school improvement were prepared by Al Wilson from the sources cited. The editors requested their inclusion here as a source of assistance to those who make a comparative study of change models. We are indebted to Al for letting us include them here. Eds.)

There seem to be four change models which represent the range of strategies currently employed by schools. This brief summary indicates the distinguishing characteristics of each along with the principal sources which provide detailed treatments of them. It is hoped that this outline might serve those who wish to undertake a more thorough examination of these models.

RESPONSIVE MODEL OF EDUCATIONAL IMPROVEMENT ACCORDING TO John Goodlad

The most valuable source forunderstanding this model is John I. Goodlad, Dynamics of Educational Change: Toward Responsive Schools, (New York: McGraw-Hill Book Co., 1975). Another valuable source is Mary M. Bentzen and Associates, Changing Schools: The Magic Feather Principle (New York: McGraw-Hill Book Co., 1974.)

Major concepts:

Networking local schools to encourage each member school to become self renewing.

Emphasis is on the local school developing capabilities to solve local problems.

Individually Guided Education (IGE) is presently using the model.

Two complementary process are needed for change: An "inner" process to help the institution work with discrepancies between the ideal and real, and an "outer" process that identifies and utilizes outside resources to solve problems, meet needs and achieve goals.

Four process steps (DDAE) are suggested:

Dialogue

Decision making

Action

Evaluation

The league used more peer group support than outside consultant help.

Important indicators of a school that was receptive to change were, scope, importance, relevance, and flexibility.

LINKAGE MODEL ACCORDING TO Ronald G. Havelock

The most valuable source in understanding this model is Ronald G. Havelock The Change Agent's Guide to Innovation in Education (Englewood Cliffs, N.J.: Educational Technology Publications, 1973).

Major concepts:

The work is based on a review of over 1,000 published sources in the 1960's.

Innovation is described as a process of linking knowledge producers to knowledge users.

The availability of useful information is based upon a resource system that effectively links to the user system.

Analysis of the transfer process is made in terms of who, what (knowledge), how (medium), and to whom, for what purpose.

Strategies:

Build a relationship

Diagnosis

Acquiring relevant resources

Choosing the solution

Gaining acceptance

Stabilizing the innovation and generalizing self-renewal

ORGANIZATION DEVELOPMENT IN SCHOOLS ACCORDING TO Richard A. Schmuck

The most valuable source in understanding this model is Richard A. Schmuck et al., The Second Handbook of Organizational Development in Schools (Palo Alto, California: Mayfield Publishing Co., 1977).

Major concepts:

A systematic program of theory research and practical application in building self-renewing schools.

The self-renewing school is a humanized school characterized by feelings of trust, warmth, openness, and informality.

OD interventions:

Communications training

Development of norms for problem solving

Changing organizational structures

Special emphasis is given to process consulatation as opposed to content consultation.

A good process consultant must have trust, rapport, friendship and honesty.

A good process consultant cannot have social distance but must convey acceptance, support, and encouragement. Thus the consultant may need to set aside personal preferences in favor of those of the client.

CHANGE AGENT STUDY MODEL ACCORDING TO The Rand Corporation

The primary documents concerning the Rand Model are technical reports of research rather than practical guides for a local change agent. Probably the best source is Paul Berman and Milbrey W. McLaughlin, Federal Programs Supporting Educational Change Vol. IV: The Findings in Review (Santa Monica California: The Rand Corporation, April 1975).

Major concepts:

Change works best when decentralized to the local school site.

A receptive local school organization is a necessary condition.

Successful change efforts must go beyond decisions to adopt new practices to the matters of organizational development.

Successful projects were characterized by an implementation strategy that included:

Adaptive planning

On-line staff training

Local material development

Critical mass (group of innovators)

The three stages to the change process were:

Initiation Securing support and backing for the project and its needed resources.

Implementation (mutual adaptation)

Incorporation Change becomes permanent either adding to replacing previous patterns.

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